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ABSTRACT

An environmental education-oriented global studies program to promote attitudes of environmental stewardship can be implemented in K-12 rural school systems, as an integrated part of social studies instruction, without overburdening the curriculum, by using the Curriculum Organization and Program Evaluation (COPE) model. The model provides opportunities to clarify goals and performance objectives, and to state them in behavioral terms on paper. The COPE format encompasses clearly-stated goals (Essential Student Objectives--ESOs), performance objective (Performance Indicators--PIs), delivery structure/course outline, strategies to affect student awareness/exposure/skills development and enrichment, program evaluation design, and a vehicle for periodic program/strategy assessment and revision. In elementary grades, global studies/environmental education can be integrated with geography on non-Western civilization courses; in grades 6-8, the concepts can be incorporated into world history courses; at high school level, the subjects can be offered as an elective course. Students in rural seashore communities can relate life styles to study of other culture groups which depend on the sea for food and industry; students in the Southwestern desert environment can relate personal experiences to study of the Middle East. A sample COPE unit on environmental awareness is detailed as to ESOs, PIs, content, instructional activities, materials, evaluation, and comments. (MH)

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COPEing With Environmental Education Program Development and Infusion Into the Global Studies Curricula of Rural Schools

Richard O. Peters, Ed.D.

GLOBAL HORIZONS

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ABOUT THE AUTHOR

Dr. Richard O. Peters is Founder/Projects Director of GLOBAL HORIZONS: The Center for Applied Eco/Social Studies.

Dr. Peters has been directly involved with K-12 environmental education instructional program development since 1968; specifically, MAN AND HIS ENVIRONMENT (a science/social studies course for grades 11-12), the K-12 STUDENT ENVIRONMENT AWARENESS (SEA) program for an NIE funded Experimental Schools project for Rural Schools, PEOPLE IN THEIR ENVIRONMENTS (PIE) for grades 10-12, and the HUMANS AND ENVIRONMENT LEARNING PROGRAM (HELP) for K-12.

As GLOBAL HORIZONS projects director, Dr. Peters has designed and presented environmental education/global studies "how-to-do-it" workshops to K-12 inservice educators, curriculum coordinators, and instructional program supervisors.

Dr. Peters is a member of DELTA TAU KAPPA (Florida State University), ALPHA KAPPA DELTA (University of Southern California), and the INTERNATIONAL ACTIVITIES COMMITTEE of the National Council for the Social Studies (1984-1986). In 1981, Dr. Peters was a recipient of a Fulbright Summer Seminar Grant to study culture/history in India. Currently, he is a member of the Fulbright Alumni Association.

Dr. Peters has undertaken graduate studies in Social Studies Education at The Florida State University, and was granted the Doctor of Education degree in Curriculum (with an emphasis in Social Studies Education) from The University of Rochester.

THE CENTER FOR APPLIED ECO/SOCIAL STUDIES

Environmental education in rural school systems has been often misunderstood, misplaced, and misused. Too often, EE has been viewed as a cure-all for contemporary social ills or has been blamed for influencing the anti-establishment beliefs and actions of "those environmentalists".

Environmental education is neither a "cure-all" for our national/international natural and social ills, nor is it the "cause" of the anti-social behavior of the fanatical fringe of the environmental protection movement. Environmental education is an organized attempt to make people aware of the importance of natural phenomena in their lives, to develop perceptions re: the interdependence between humans and nature, and to instill in individuals a spirit of stewardship which will nurture actions to safeguard the quality of life not only for humans -- but also to improve and protect the state of nature.

"Developing an awareness and understanding of the world"

As stated by the Council on Environmental Quality (1980) in its GLOBAL 2000 REPORT TO THE PRESIDENT, "the world in 2000 will be different from the world today in important ways".

Because "environmental problems do not stop at national boundries" [1], then we, as a nation and as a world community, must control human population growth, better manage finite fuel resources, provide adequate quantities of food and water for various forms of life, conserve the world's forests, improve the quality of the atmosphere, and prevent the further extinction of plant and animal species. [2]

We must begin, now, to educate a generation of "quality environment" conscious people who will, in the routine of their everyday lives, continually and logically balance the interests and needs of nature and human populations whenever decisions regarding Earth's usage are to be made.

Students in rural school systems are as affected by these crises as are students in the more-urban systems. As a matter of fact, because of the nature of environmental surroundings in rural communities and the "closeness" to and dependency upon nature, environmental education and stewardship training may be deemed, by some, to be essential and critical to the future welfare of nature.

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[1] THE GLOBAL 2000 REPORT TO THE PRESIDENT, U.S. Government Printing Office, Washington, DC, 1980.

[2] Richard Peters, "Putting Global 2000 to Work in the School Curriculum," Environmental Education Report, Center for Environmental Education, Inc., Washington, DC, January 1981, pg. 5.

How can attitudes of environmental stewardship be promoted and developed among the people of the world? How can global societies affect the future, today? The answer to these questions is to be found in formalized education programs designed for school-aged children and community-based awareness programs for adults and social organizations as well as technical information programs for government and private enterprise.

By incorporating environmental education concepts, activities, and skills into an on-going global studies program (K-12), students can be made aware of diverse natural environments, globally; can be exposed, directly and vicariously, to diverse environments; can study the effects of natural environments on the growth of cultures and social life-styles; can investigate contemporary environmental issues/problems; can become involved in problem solving and decision making activities; and can participate in intervention programs which are aimed at bringing about positive change in crisis situations.

Human beings are but one creation in the totality of nature. Their significance in the scheme-of-things is largely dependent upon the ability to adapt, to develop intellectually and physically, and to wisely manipulate as well as utilize natural and social surroundings. Unfortunately, as humans have developed highly technical societies, they have also devised tools and techniques by which they can alter natural ecosystems, change the course of rivers, and clear as well as reclaim the land. It is only recently that humans have begun to realize that such actions lead to pollution of the air that we breathe and the water that we drink, the destruction of natural phenomena, and the uncontrolled increase in human population. [3]

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[3] Richard Peters, "How To Teach About Human Beings and Their Environment," HOW TO DO IT SERIES (#28), National Council for the Social Studies, Washington, DC, 1976, pg. 1.

EE In The Curriculum.

Many times, when "new" courses or programs (such as environmental education) are suggested, complaints regarding insufficient time and space within the curriculum are heard from classroom teachers. Many times these complaints are warranted and justified. Too often, the typical school day is overburdened with a "little-bit-of-this" and a "little-bit-of-that"; a "little bit" of mathematics - reading - social studies - computer education - spelling - etc. Often, so-little time is spent on any particular subject that nothing very meaningful is really accomplished. While it looks impressive to have a plethora of course offerings in the curriculum, the treatment of each subject is often superficial and shallow; for lack of adequate time, space, and materials.

Environmental education doesn't have to be an "add-on" to the already overburdened curriculum. Rather, it can be nicely integrated into existing subject matter areas such as global studies -- in the social studies curriculum. The specific design of the curriculum is best determined at the local school level -- where needs can be readily assessed and where a program of instruction can be designed to serve the interests and needs of students.

One aspect of environmental education is outdoor living; an instructional strategy designed to develop student awareness of/exposure to selected elements of natural environments around them. In rural areas, day trips and weekend camping/hiking excursions can be used to expose students to the natural wonders of their surroundings. Field trips to more-remote sites, and short-term walk throughs of nearby environments are also strategies which can be used to develop student awareness and enhance exposure -- both in rural and urban settings.

The Link Between Environmental Education and Global Studies.

While global studies are concerned with the vicarious study of natural/social characteristics, environmental education (including outdoor living experiences) provides opportunities for direct student exposure to/interaction with selected natural/social environments at local-regional-state levels.

As a result of direct exposure to/interaction with selected environments (at local-regional-state levels), students are equipped with personal experiences, insights, perceptions, and knowledge which can be applied to the vicarious study of environmental similarities/differences on a global scale. For example, if students live in a rural community near the seashore -- they can relate life styles to a study of other culture groups which depend upon the sea for food and industry. The same holds true for students in a desert environment in the American SouthWest; they can relate personal experiences to a study of the Middle East.

To COPE or Not To COPE?

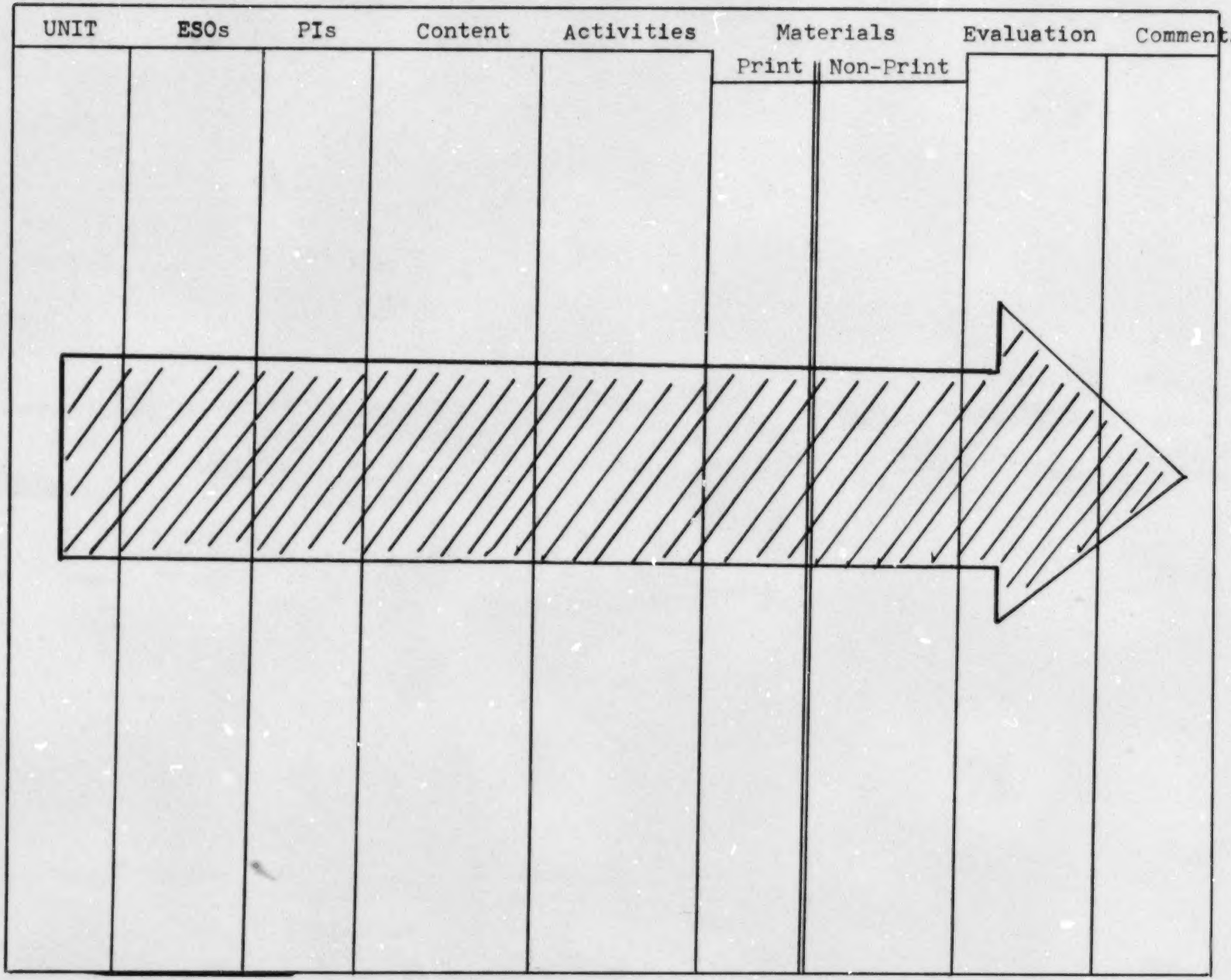
In order to design a K-12 continuous-integrated-sequential global studies program (with an emphasis on environmental education), there is a need to construct a curriculum model. The COPE (Curriculum Organization and Program Evaluation) model provides the opportunity to clarify goals and performance objectives, and to state them in behavioral terms on paper -- for all to see and discuss.

This process directs the attention of all concerned on specific task targets and guarantees that the collective group effort is focused on specific goals and is maintained at a high level of enthusiasm, effort, and accomplishment.

COPE is a format which encompasses:

- clearly stated goals or Essential Student Outcomes (ESOs);
- clearly stated performance objectives or Performance Indicators (PIs);
- a delivery structure or course outline;
- strategies to affect student awareness/ exposure/skills development and enrichment;
- a program evaluation design;
- a vehicle for periodic program/strategy assessment and revision.

Within each course or subject matter area (such as environmental education-oriented global studies) there is a specific COPE format which visually links together the component parts into a whole.


UNIT
ESOs
PIs
Content
Activities
Materials
Print
Non-Print
Evaluation
Comments

UNIT

Environmental Awareness:

Students are directly and vicariously exposed to immediate natural/social surroundings, and then to more-remote phenomena ... through the study of diverse cultures and life styles.

They study the effects of the natural environment on careers/occupations, economic development, cultural development, and the relationship(s) of humans to nature.

ESOs

As a result of exposure to immediate and more-remote natural/social environmental phenomena, the individual student will:

1. be familiar with the characteristics of the local/regional natural environment(s).
2. be familiar with the characteristics of the local/regional social environment(s).
3. be familiar with the characteristics of the more-remote natural environments of selected countries or regions of the world.
4. be familiar with the characteristics of the more-remote social environments of selected countries or regions of the world.
5. be familiar with the interrelationships between humans and nature on the local/regional level.
6. be familiar with the interrelationships between humans and nature on a global level.

PIs

As a result of exposure to immediate and more-remote natural/social environmental phenomena, the individual student will:

1. list three (3) characteristics of the local/regional natural environment(s).
2. list three (3) characteristics of the local/regional social environment(s).
3. list three (3) characteristics of more-remote natural environments of selected countries or regions of the world.
4. list three (3) characteristics of more-remote social environments of selected countries or regions of the world.
5. discuss, in essay form, the interrelationships between humans and nature on the local/regional level.
6. discuss, in essay form, the interrelationships between humans and nature on a global level.

CONTENT

A land use planning study of selected local/ regional and foreign countries/regions of the world -- to acquaint students with the beneficial and detrimental effects of various land use practices.

As a result of this study, students will propose a land use strategy for a selected environmental area within the immediate region.

INSTRUCTIONAL
ACTIVITIES

1. What is land use planning? Why do we use land use planning in the local community?

   Students undertake independent research in order to answer these --and other related-- questions.

2. Students list and research the beneficial and detrimental effects of diverse land use areas on humans and the environment:

industrial	residential	highways
open space	recreational	fields
forests	commercial	waterways.

3. Community resource people visit classrooms to discuss what land use planning is and why it is important to community environments.

4. Students go on field trips to observe different land use areas. Motion pictures, slides, and video tapes can be made of these excursions.

5. Students investigate land use policies in selected foreign countries/regions of the world.

6. Citizens of foreign lands visit classrooms to discuss land use planning in their respective countries/regions of the world.

ETC.

MATERIALS	
PRINT	NON-PRINT
AEP Ecology Program: "Our Polluted World" °	An Introduction to Ecology: Six Basic Systems (EyeGate) +
"Green River Recreation Project" °	Aggradation-Degradation (EyeGate) +
Investigations in Ecology °	Ecological Imbalance: Six Systems Disturbed (EyeGate) +
Scholastic Earth Corps Materials: "Earth is My Home" °	Our Environment (EMC Corp.) +
	Man and His Resources (McGraw-Hill) *
° (game)	+ (filmstrip) * (film)

EVALUATION

A variety of techniques/strategies will be used to assess accomplishment of stated ESOs and PIs.

The specific techniques/strategies chosen will vary from teacher-to-teacher; depending upon the depth of instruction, instructional techniques used, types of student-related activities planned/executed, types of instructional materials used, etc.

- quizzes and tests
- diaries/logs kept by students
- media projects developed by students
- field-based activities; involvement/performance
- round table discussions and reports
- simulation activities; involvement/performance

COMMENTS

This section of the COPE model is reserved for on-going teacher comments -- and forms the basis for periodic curriculum revision.

As a classroom teacher uses each unit of instruction, he or she will comment on its merits and shortcomings. In this manner, perceptions are fresh and vivid, and recorded comments are relevant.

STATEMENT

Environmental education does have a "home" in the typical rural school curriculum -- and that "home" can be the established global studies program of instruction (K-12).

By incorporating environmental education into global studies, the possibilities for instructional design, content, materials, and skills development will be enhanced. At the same time, environmental education is perceived as being a critical element in the total education of the individual; especially the enhancement of stewardship attitudes and behaviors.

An environmental education-oriented global studies program can be put into place in rural school systems -- as an integrated part of social studies instruction. In the elementary grades, global studies/environmental education can be infused with Geography and/or Non-Western World courses. In the middle grades (6-8), global studies and environmental education can be incorporated into World History. At the high school level, global studies and environmental education can be offered as an elective course.

Combined, environmental education and global studies encompass a study of people-to-people (culture studies) and places-to-places (environmental studies); culminating in a study of mutual natural/social effects and influences.

THE CENTER FOR APPLIED ECO/SOCIAL STUDIES

In 1981, a collaborative was formed for the development/delivery/evaluation of instructional programs and knowledge/skills development models in global education; Kindergarten - Grade Twelve.

In conjunction with curriculum development, GLOBAL HORIZONS is also a clearinghouse for the dissemination of literature in the field. In addition to publishing a periodic newsletter, GlobeScope, several original works have been published in national/international periodicals and by the Educational Resources Information Center (ERIC).

A series of "how to do it" and informational workshops for teacher inservice training have been designed and presented on local/regional/national levels for staff development committees and organizational meetings such as the annual NorthEast Regional Social Studies Conference and the annual convention of the National Council for the Social Studies.

Future plans call for the development of a summer travel program to selected Third and Fourth World nations, the creation of a speakers bureau, and the development of audiovisual materials for instructional use in schools.

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